

DRAFT

Strand 6: Standards for Elective High School Course: History and Literature of the Bible

Concept 1: History and Literature of the Old Testament Era

The purpose of these standards shall be to accommodate the rights and desires of those teachers and students who wish to teach and study the Old Testament and to familiarize students with the contents of the Old Testament, the history recorded by the Old Testament, the literary style and structure of the Old Testament, the customs and cultures of the peoples and societies recorded in the Old Testament and the influence of the Old Testament upon law, history, government, literature, art, music, customs, morals, values, and culture. Topics may include historical background and events of the period; the history of the Kingdom of Israel; the poetry of the Old Testament; the influence of Old Testament history and literature on subsequent art, music, literature, law, and events, including recent and current events in the Middle East.

Standards

Students are expected to:

PO 1. The student demonstrates an understanding of the major narratives, characters, stories and poetry contained in the Bible and how they are used in literature, art and music.

- a. Demonstrate comprehension of the variety of literary forms in the biblical text.
- b. Identify, analyze and apply knowledge of structures, symbolism, motifs, and the use of language (e.g. diction, imagery, figurative language, alliteration) in biblical text.
- c. Recognize and trace the development of various translations of biblical text.
- d. Understand and explain the influence of the Bible in classic and contemporary art, music and literature, including poetry, drama, and prose.

PO 2. Participate in discussions related to curricular learning regarding the Bible.

- a. Reflect on the significance of translations on biblical text.
- b. Examine, compare and contrast various translations.
- c. Demonstrate understanding of biblical narratives and applies them in a variety of modes of discourse.

PO 3. Demonstrate an understanding of the Bible's impact on the history, religion, government and law of various cultures.

- a. Explain how the Bible came to be, including different Bibles, the methods and tools of writing at the times the Old and New Testament were written, the means by which they were preserved, the languages in which they were written and translated, and the historical and cultural events which led to the translation of the Bible into the English language.
- b. Investigate and explain the biblical roots and influences on contemporary culture, to include history, government, law, customs, morals, and values.

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Concept 2: History and Literature of the New Testament Era

The purpose of these standards shall be to accommodate the rights and desires of those teachers and students who wish to teach and study the New Testament and to familiarize students with the contents of the New Testament, the history recorded by the New Testament, the literary style and structure of the New Testament, the customs and cultures of the peoples and societies recorded in the New Testament and the influence of the New Testament upon law, history, government, literature, art, music, customs, morals, values, and culture. The topics may include the historical background and events of the period; the life of Jesus of Nazareth; the parables of Jesus; the life and travels of Paul; and the influence of New Testament history and literature on subsequent art, music, literature, law, and events

Standards

Students are expected to:

- PO 1. Demonstrate an understanding of the major narratives, characters, stories and poetry contained in the Bible and how they are used in literature, art and music.
- Demonstrate comprehension of the variety of literary forms in the biblical text.
 - Identify, analyze and apply knowledge of structures, symbolism, motifs, and the use of language (e.g. diction, imagery, figurative language, alliteration) in biblical text.
 - Recognize and trace the development of various translations of biblical text.
 - Understand and explain the influence of the Bible in classic and contemporary art, music and literature, including poetry, drama, and prose.
- PO 2. Participate in discussions related to curricular learning regarding the Bible.
- Reflect on the significance of translations on biblical text.
 - Examine, compare and contrast various translations.
 - Demonstrate understanding of biblical narratives and apply them in a variety of modes of discourse.
- PO 3. Demonstrate an understanding of the Bible's impact on the history, religion, government and law of various cultures.
- Explain how the Bible came to be, including different Bibles, the methods and tools of writing at the times the Old and New Testament were written, the means by which they were preserved, the languages in which they were written and translated, and the historical and cultural events which led to the translation of the Bible into the English language.
 - Investigate and explain the biblical roots and influences on contemporary culture, to include history, government, law, customs, morals, and values.

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Textbook:

The book or collection of books commonly known as the Old Testament shall be the basic text for Literature and History of the Old Testament Era. The book or collection of books commonly known as the New Testament shall be the basic text for Literature and History of the New Testament Era. The local board of education may determine which version of the Old or New Testament shall be used as the main text or, if the local board of education does not do so, that determination may be made by the teacher of the course. No student shall be required to use one version as the sole text of the Old or New Testament. If a student desires to use as the basic text a different version of the Old or New Testament from that chosen by the local board of education or teacher, he or she shall be permitted to do so.

Reading Materials:

Students may be assigned a range of reading materials for the courses, including selections from secular, historical and cultural works and selections from other religious and cultural traditions. These supplemental instructional materials are solely for the purposes of commentary or expansion of discussion and do not replace the Bible as the text.

Lesson Plans:

Because of the availability of a variety of versions of the Bible and a wide range of supplemental reading materials, the State Board of Education recommends that local school districts review the numerous lesson plans which are commercially available to determine which, if any, will best meet their needs.

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Arizona Revised Statute:

ARS 15-717.01. [Bible influence; elective course; requirements; immunity](#)

A. The state board of education shall include in history or English arts standards, or both, concepts that include:

1. The history and literature of the old testament era.
2. The history and literature of the new testament era.

B. The standards adopted pursuant to subsection A of this section shall not require that pupils who do not enroll in the elective course prescribed in this section receive instruction on the historical study of biblical text.

C. A school district or charter school may offer an elective course pertaining to how the bible has influenced western culture for pupils in grades nine through twelve. A school may offer this course as an online course. A school district or charter school may develop a new curriculum or use an existing curriculum that includes teachers' guides and that is currently in use in public schools in this state or in other states. An existing curriculum that is used by a school district or charter school shall meet the standards and guidelines prescribed in this section.

D. Before a school offers a course under this section, a legal review shall be conducted to ensure that the course complies with the first amendment to the United States Constitution.

E. A course offered under this section shall be designed to:

1. Familiarize pupils with the contents, characters, poetry and narratives that are prerequisites to understanding society and culture, including literature, art, music, mores, oratory and public policy.
2. Familiarize pupils with the following:
 - (a) The contents of the old testament and the new testament.
 - (b) The history recorded by the old testament and the new testament.
 - (c) The literary style and structure of the old testament and the new testament.
 - (d) The influence of the old testament and the new testament on laws, history, government, literature, art, music, customs, morals, values and culture.

F. A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious or nonreligious views, traditions and perspectives of pupils. This section is not intended to violate any provision of the United States Constitution, the Constitution of Arizona or state law or any rules, guidelines or regulations adopted by the United States department of education, the state board of education or the Arizona department of education.

G. A pupil shall not be required to use a specific translation as the sole text of the old testament or the new testament and may use as the basic textbook a different translation of the old testament or the new testament from that chosen by the school district governing board, the charter school governing body or the pupil's teacher.

H. Personnel shall not be assigned to teach a course offered under this section based on any of the following:

1. A religious or nonreligious test.
2. A profession of faith or lack of faith.
3. Prior or current religious affiliation or a lack of religious affiliation.

I. A teacher who instructs a course offered under this section in its appropriate historical context and in good faith shall be immune from civil liability and disciplinary action pursuant to section 15-535.